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ABSTRACT

A practicum project involved the establishment of a career resource center in one high school of 1,500 students to provide high school teachers with a wide variety of career education materials in a centralized location. Materials housed in the center were obtained from various sources: donations from local businesses, materials from workshops attended, materials from teachers and administrators, and purchased career education materials. The materials were catalogued and a listing of the materials in the center was made available to all the high school teachers. The teachers were then able to borrow materials to meet the curriculum and instructional needs of their students. An evaluation form on the usefulness of the center was designed and administered to the teachers. The evaluation revealed that 59 of the 100 teachers did borrow materials from the center; 43 of these teachers were repeat users of the career center. Teachers reported that they considered the center a useful resource. The most popular types of materials borrowed were individual college catalogues, career catalogues, and occupational/career pamphlets. Most of the materials borrowed were used on an individual basis requiring a written report/response from the students. Students also appeared to benefit from the establiishment of the center. The practicum met all expectations in assisting graduating high school seniors in declaring a career direction. The resource center was well received by teachers and students alike. Appendixes include survey forms, assessment results, materials inventory form, and a categorized listing of available career education materials. (Contains 38 references.) (NB)

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ED 362 808

Increasing The Availability Of Career Education Materials For High School Teachers Through The Creation Of A Career Resource Center

by

Sandra H.O. Zalinsky

Cluster 48

A Practicum I Report Presented to the
Ed.D. Program in Child and Youth Studies
in Partial Fulfillment of the Requirements for
the Degree of Doctor of Education

NOVA UNIVERSITY

1993

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PRACTICUM APPROVAL SHEET

This practicum took place as described.

Verifier: _____

Joseph Tomaselli

Principal-Brick Township High School

Brick, New Jersey

July 1, 1993

This practicum report was submitted by Sandra H.O. Zalinsky under the direction of the advisor listed below. It was submitted to the Ed.D Program in Child and Youth Studies and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

October 21, 1993
Date of Final Approval of Report

Georgiana Lowen
Dr. Georgiana Lowen

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The writer wishes to express appreciation to the staff and administration at B.T.H.S., especially principal Joseph Tomaselli. His encouragement, positive outlook and continued quest to improve all the services at the high school made this practicum experience an enjoyable reality.

Special recognition must go to my practicum advisor Dr. Georgiana Lowen who meticulously reviewed and provided many helpful suggestions for improving not only the written portion of this project but also the implementation as well.

Loving thanks goes to my mother, Marion O., for reassuring me at an early age that all things are possible if I believe in myself.

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ABSTRACT

Increasing the Availability and Use of Career Education Materials For High School Teachers Through the Creation of a Career Resource Center. Zalinsky, Sandra H.O., 1993: Practicum Report, Nova University, Ed.D Program in Child and Youth Studies. Secondary Education/Career Education/Materials Center/Guidance Center/Career Materials/Vocational Education.

This practicum was designed so that high school teachers would have a wide variety and availability of career education materials in a centralized location.

The writer established a career resource center for high school teachers (grades 9-12). Materials housed in the center were obtained from a variety of sources; donations from local businesses, materials from workshops attended, materials from teachers and administrators, and purchased career education materials. The materials were catalogued and a listing of the materials in the center was made available to all the high school teachers. The teachers were then able to browse and borrow materials to meet the curriculum and instructional needs of their students. An evaluation form on the usefulness of the center was designed and administered.

Analysis of the data revealed that fifty-nine of one-hundred teachers did borrow materials from the center and they completed the evaluation form indicating its usefulness. The students also benefited. This practicum met all expectations in assisting graduating high school seniors in declaring a career direction. The resource center was well received by teachers and students alike.

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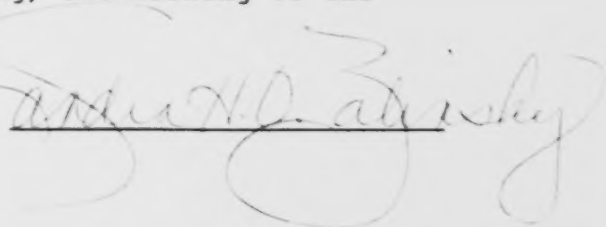
July 1, 1993 

CHAPTER I

INTRODUCTION

Description of Community

The school district is located in a suburban community, that encompasses 26 square miles and has approximately 80,000 year round residents. Since the birth of the township over 140 years ago, the economic system of the community has changed from its agricultural and fishing industries into tourism now presently focusing on retail trade and services. These changes are due mainly to the quick rise in population which began with the completion of a major north/south state highway system approximately 40 years ago.

A significant portion of the housing community is composed of apartments and condominiums which lend themselves to families transferring in and out of the district quite often. The socioeconomic system of the community includes all levels, but the majority of students are from middle class white families.

Writer's Work Setting and Role

The entire public school system has approximately 10,000 students housed in two high schools, two middle schools and seven elementary schools. The ethnic distribution of the school district is approximately 95% white, 1% black, 3% hispanic, and 1% asian and native american.

The writer is employed in the oldest of the two high schools which contains grades 9-12. The public high school has 1,500 students, 106 full-time teachers, 6 guidance counselors, 4 vice-principals, and 1 principal. The high school offers academic programs, business programs, vocational programs as well as housing the districts pre-school handicapped program and special education Pathways program. Although various programs are available students are not tracked into one program, but may pick and choose from all programs and departments to meet their graduation requirements. Graduation requirements for all regular students consists of 115 credits including 4 years health and physical education, 4 years english, 3 years social studies, 3 years mathematics, 2 years science, 2 years fine/performing Arts and a passing grade on the H.S.P.T. (high school proficiency test). Students are not permitted to exceed the districts attendance policy of 16 absences per full year course. All full year courses are awarded 5 credits. To encourage students to take more challenging academic courses, accelerated courses are weighted and an additional 10 points is calculated into the students grade point average for each advanced course passed.

The role of the writer is that of a high school guidance counselor servicing grades 9-12 including classified and non-classified students. The philosophy of the guidance department is that guidance is a team approach generated by the counselor through the leadership of the director. The team encompasses the teacher, parents, counselor, and administration which is all directed to the student. The function is to coordinate and maintain contact with all these persons for the purpose of counseling the student.

The ordinary daily activities of the writer (see Appendix A) are many and varied. The general responsibility of the counselor is to counsel each of the individuals assigned to them (this is done alphabetically throughout grades 9-12), to help the individual assemble and reassemble themselves and to help them pursue an intelligent, planned attack on their personal life, goals, problems and future plans. To help them become aware of their strengths, shortcomings and to improve on weaknesses and build upon strengths. Guidance is an organized function for the entire school community. It includes orientation, individual inventory, counseling with placement on realistic goals, group information sessions, testing, career assessment, all to help students overcome problems that may impede learning. Also to assist students in making educational, occupational and life plans that hold promise for their personal fulfillment as mature and responsible men and women.

The writer spends time on a regular basis, meeting with teachers, administrators and small groups of students. The

topics of these meetings include but are not limited to, discipline, attendance, school policies and career education. Another of the writers responsibilities is to monitor the progress of all students assigned to her. The writer frequently visits the classrooms of her students to observe and discuss how well the students are functioning. Another check on the students progress, which the writer reviews, is the students quarterly progress reports and report cards.

The writer's background includes a high school diploma from the school in which this practicum has taken place, an undergraduate degree in Mathematics and Science Education, and two Master's Degrees one in Administration the other in Counseling. The writer also has certification as an Elementary School Teacher (P-8), Mathematics and Science Teacher (K-12), Principal Supervisor, Student Personnel Services and Director of Pupil Personnel Services.

The writer has taught high school mathematics and science, tutored home bound children in mathematics and science as well as conducted workshops for teachers of hands on science programs. Former extra curricular responsibilities included Assistant Twirling Coach and Assistant Yearbook Advisor. The writer is currently a member of the following school committees: Honor Roll, Joint High School Curriculum, Middle States Guidance Evaluation, Guidance Department Liaison, Department Head Alternate, Parent-Teacher-Student, Career Education, and Middle States Hospitality Committee.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

In the high school in which the practicum has taken place 106 teachers in 10 different departments had each ordered and housed their own career education materials. This created the problem of many teachers ordering the same type of materials and resulted in many teachers having, in their classroom, the same materials which were only used occasionally throughout the year. Over the years, this way of ordering and storing materials had resulted in the stockpiling of materials in teachers classrooms. Each year teachers are assigned different courses to teach. Depending on the type of course taught, the teacher may or may not have used those materials stored in his/her classroom.

The situation that needed to be improved was the manner in which the high school organizes disseminates and makes available materials to teachers for career education.

One part of the problem was that there was no one counselor or person designated solely for the purpose of career education.

It was left up to each teacher to devise their own methods of infusing career education into their subject matter. Teachers had no where to turn or look to for career guidance.

Another part of the problem was that those teachers who did have career education materials and who had successfully infused career education into their subject matter have no way of sharing their ideas of materials with the rest of the staff.

In conclusion, the problem that was addressed in this practicum was that there was no one centralized collection and distribution area of career education materials available for the use of teachers in this high school.

Problem Documentation

Documentation of this problem included discussions with staff members of the high school. Many of the high school staff members verbalized the lack of available career education materials to them. Those teachers that did have career education materials verbalized that they had no way of notifying the remaining 105 teachers of it's availability and access. Lastly in the writers' discussions teachers were looking for one centralized place to view and pick up career education materials.

A survey developed by the writer (see Appendix B) of the needs of the staff members and functions of the guidance office was distributed to administrators, guidance personnel and teachers in the high school. Table 1 summarizes the results of that survey. Educators were allowed a choice of responses to each statement; yes, no, or no opinion. There was also a place at the end of the survey to indicate strengths and weaknesses of

the guidance department. A brief discussion of the results are included here. One of the most mentioned needs that was indicated by this survey was the need for more information in dealing with various vocations, careers, and colleges. Other top concerns included:

1. Better coordination of services
2. Modernize and update facilities
3. Career guidance

TABLE 1 Evaluation of H. S. Guidance Services

STATEMENT	TRUE	FALSE	NO OPINION
1. Guidance services are provided for all students at all levels.	80	20	0
2. Provision is made for the coordination of the school's guidance services with other student services.	68	12	20
3. Regardless of a student's sex, ethnicity, race of handicaps, the program assists all students to:			
a. Mature in self-understanding, self-responsibility, and decision-making ability.	52	16	12
b. Make informed vocational, career and educational choices.	60	24	16
4. The administrators of the school system support the program by:			
a. Providing an adequate budget	24	52	24
b. Allocating a support staff that will provide optimum guidance services.	64	16	20
c. Providing the physical facilities, supplies and equipment needed for optimum guidance services.	68	20	12
d. Provide personnel and time for effective coordination and supervision of guidance program.	52	24	24
5. Each school counselor:			
a. Holds at least a masters degree with a major in counseling and guidance, is fully certified, and has a background of successful teaching experience.	52	8	40
b. Encourages students to assume responsibility for their own development.	64	16	20
c. Helps students develop the ability to understand themselves.	52	16	32
d. Helps students formulate plans and decisions with respect to post secondary school education and facilities the application process.	76	16	8
e. Helps students formulate vocational plans and make appropriate vocational decisions.	72	16	12
f. Identifies and attempts to assist those students who for a variety of reasons (e.g. social and cultural differences) do not seek assistance of their own.	44	28	28
g. Counsels students who are considering leaving school prematurely to consider alternate forms of education.	68	4	28
h. Seeks agencies and individuals to whom students may be referred outside the school for special help.	76	4	8
i. Refers to other student personnel specialists when needed.	88	4	8
6.Re: Information for educational and occupational planning.			
a. provisions are made for collecting, organizing and disseminating current educational literature on course offerings, college programs, apprenticeship programs, financial aid.	80	12	8
b. Counselors use occupational and educational information in counseling and small-group processes to help students develop understanding about educational and work roles.	48	36	16
c. Provisions are made for the collection and use of follow-up data on graduates for educational and vocational planning.	36	32	32
7. Concerning the role of teachers in the guidance services program, classroom teachers:			
a. Employ both formal and informal procedures for communication between individual teachers and counselors.	84	16	0
b. Use cumulative record information to increase understanding of the students and individual differences among students.	68	28	4
c. Seek help from counselors in attempts to help students.	84	12	4
d. Refer students in need of special counseling assistance.	92	4	4
e. Relate subject matter to independent living and appropriate career options.	72	8	20

8. Please describe those aspects of the program that are most satisfactory: Responses in no particular order.
   1. Cooperation, Understanding of students
   2. Scheduling in an attempt to meet students needs
   3. Relationships between students and counselors
   4. Vocational school placements
   5. Overall spirit and cooperation is genuine and caring

9. Please describe those aspects of the program that are in most need of improvement: Responses in no particular order.
   1. Information provided for dealing with various vocations, colleges, careers
   2. Make teachers more aware of students backgrounds
   3. Communication between counselors and teachers before problems arise
   4. Special needs students should have their own counselor
   5. Better coordination of services
   6. Modernize and update facilities
   7. Student generated class changes
   8. Increased teacher-student-counselor interaction
   9. Career guidance much needed

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In the 1990-1991 school year a needs assessment of the districts guidance services was completed by the Guidance Assessment Committee. Appendix C gives the results of that assessment. Although the survey instrument was never shared with staff members the results indicate that students in both high schools requested more guidance services in career counseling. The staff and administration found that although an adequate budget was provided, there was a need to provide more time for career counseling and recommended hiring a counselor solely for the purpose of career education.

Causative Analysis

The problem of not having a centralized career education center had several causes. One cause of the problem was that over one hundred teachers in the high school building order career materials through their department chairperson/supervisor rather than ordering them centrally through the guidance office. Another cause was that there was no one guidance counselor hired solely for the purpose of career education. Each teacher remained responsible for infusing career education into their curriculum. The problem of the school districts mandated infusion of career education into each course did not allow uniformity for all students in learning various careers. The other possible cause of the problem was that there had been no place to set up a central career education materials center.

Relationship of the Problem to the Literature

In reviewing the literature it is necessary to examine what other professionals have written about the problem of establishing a career resource center.

Meyers (1983) found that "Policy is a rationale for decision making and action. Policies are said to point to desirable courses of action, while leaving flexibility for pursuing many avenues as long as they are in keeping with the spirit and the intent of the policy"(p.27). Adams (1986) gives a constructive method for developing policies on a local basis. She shows that written policy, negotiated with the school board and other necessary community members and educators, fosters not only continuity and stability but serves to educate decision makers in the purpose and future of the school library media program.

Adams (1986) also provides examples of policy statements . Collection development policies serve to provide both a direction for action and will, through description of local practice, allow the policy reader to gain an understanding of how policy is intended to be implemented for that specific district.

McDonald (1987) has outlined the specific components of the standard selection policy document found in most schools that have adopted a written plan. Emphasis is on a definition of the criteria for selection and procedures for reviewing challenged resources.

Mancall and Swisher (1983) have described trends in collection development . These trends raise the following areas of concern for policy development: community analysis,

copyright, circulation analysis, expanding microcomputer and video instructional media, weeding and evaluation of collections, and interlibrary loan networks.

In reviewing counselor preparation standards developed and discussed by ASCA, CACREP, NBCC, state departments of education, and in the professional literature, Herr (1986) reported that little or no attention is paid to the counselor's role in advising and preparing students for college.

Burtnett (1989) also contended that counselors need more training in pre-college advising. In his survey of counselor education programs only 4 out of 125 departments offered any courses in pre-college guidance and counseling.

The National College Counseling Project (1986) characterized counselor education in pre-college advising as haphazard. Thus it is not surprising that counselors often neglect or delegate out this component of their role.

In researching student access to counseling, estimates of the ratio of school counselors to students vary. Department of Education statistics indicate a national ratio of 551 students for every counselor (National Center for Education Statistics, 1990). However, the ratio varies considerably from school to school.

The number of students per counselor is increasing in many areas of the country. The Commission on Pre-college Guidance and Counseling (1986) describes increasing counselor-student ratios in some states. In some areas of California, counselors who used to advise 250 students now have caseloads twice or three times

that size. In the Los Angeles Unified School District, the second largest school district in the nation, the counselor-student ratio in now 1:650 at the high school level and 1:1000 at the middle school level.

Current counselor-student ratios are far higher than what is recommended by professional associations. Both the American School Counselor Association (ASCA) and National Association of College Admission Counselors (NACAC) recommend ratios between 1:100 (considered ideal) and 1:300 (considered the maximum acceptable ratio).

Lee and Ekstrom (1987) found that students from low-income families, students of color and students in both rural and inner-city areas are most likely to attend schools with high counselor-student ratios.

Access to counseling may be most limited in some rural areas, where, according to the National Vocational Guidance Association, over 90 percent of the children lack any access to guidance programs. Access to counseling also varies across grade levels. The counselor-student ratio in elementary schools is estimated to be between 1:700 and 1:1,000 with large numbers of elementary school children lacking any access to guidance programs (Bobele and Conran,1988). The scarcity of educational counseling in elementary and middle school is particularly troublesome because students face critical points in their educational development throughout this period. In the elementary years, for example, third grade emerges as a critical point at which differences in achievement among children become

amplified and many children who have been labeled as having low ability begin to lose motivation. Middle school is also critical because many students at this point are first segregated into tracks and assigned to courses that may later determine their eligibility for college admission. According to Lee and Ekstrom (1987) the availability of counseling often shows an inverse relationship to the demonstrated need for counseling; in general, those with the most need have the least access.

Hart and Jacobi (1992) noted that counselors often become the enforcers of a school's philosophy by ensuring congruence between students' course choices and activities on the one hand and the offerings and expectations of the school on the other hand. For example, counselors in affluent school districts that send large numbers of students to college enroll most students in a pre-college curriculum and discourage them from pursuing other paths. In contrast, counselors in inner-city school districts enroll few students in a pre-college curriculum and most students in vocational or remedial courses. If the counselors encouraged more students to enroll in the pre-college curriculum, the discrepancy between course availability and student demand could force the school to examine and modify its curricula. By not taking this step, counselors are enforcing the philosophy and expectations of the school and maintaining the status quo.

Through their activities, counselors either support or challenge their school's philosophy, structure, curriculum, and treatment of its students. Although counselors are often seen as peripheral to the mainstream of education, they in fact occupy a

crucial position. For this reason, efforts to improve the nation's schools and create a more equitable system require careful consideration of guidance and counseling.

The following essentials of researchers focused on the organization and the establishing of a materials resource center.

Doll (1983) reviewed the networking procedures of public libraries and school library collections. In his work with four Illinois communities he examined magazines, books, filmstrips and audio visual materials in two elementary schools and one public library. His research found a significant difference in the way in which public schools and public libraries allow sharing and networking as ways to increase access of materials for all library users.

Steinke (1985) examined the cooperation between various learning resource centers (LRC). Although library cooperation is far from new idea, he feels that their is insufficient data and documentation in cooperation programs. Through his study mentioned here he determined that library cooperatives can be successful. The success rests solely on the individual people involved. These people must have the skills and knowledge of staff development, shared philosophy of library cooperation purchasing, and information and resource sharing.

The collections found in school libraries will evolve dramatically as more and more schools join resource sharing networks. Weeks (1982) reported that cooperative purchasing arrangements between school and public libraries was ranked low, however Rogers (1984) found that cooperation among all types of

libraries will be most essential over the next decade. He also suggests a centralized media service that provides access to all potential users in the school building district and community.

Many school libraries own titles that are not housed in local public libraries. Several studies indicate that not only do schools have unique titles to share with public library patrons, but there even seems to be a great deal of non overlap in title holdings among schools in the same district.

Greenberg (1981) found that there is a high relationship between the amount of material available and the quality of other services provided in school libraries. Those who tended to supply a great many materials in-house also tended to extend beyond their collection by borrowing from others.

Walker (1983) reported that interlibrary loan, when provided and promoted, is used extensively by high school students, teachers of all grade levels and also by school administrators. The loan service was used to provide access to materials for assignments and professional presentations. In his study a majority of the requests, 78 percent, were filled within a twelve day period.

Collection mapping allows for local resource communication among public libraries, other school, and local curriculum planning committees. Results of collection mapping studies by Loertscher, Lein-Ho and Bowie (1987) and Murray (1985) showed; an increased focus on reference and periodical collections; a vast variety in the contents of collections among schools; a need to build the numbers and variety of material in selected areas of

the curriculum-beyond just literature, science and social studies; and a lack of support for and a need to update professional development collections for teachers. These studies found that collection mapping, encourages a complete review and weeding of the collection and, allows for the setting of goals to match the curriculum and the formation of a long-range acquisition plan that includes input from teachers.

In 1984 Turock investigated regional multi-type library networks. Evaluation of variables in the organization included the identification of the problem and suggestions for modifications. The variables examined by Turock in this study were communication and delivery administration, configuration, funding, planning governance, evaluation and success. It was stated that the competence and the skillfulness of the multi-type administrators strongly influences the success of the enterprise.

Another facet in solving the problem of establishing a career education resource center is an investigative review of the human side of the establishment process the counselor.

According to Hart and Jacobi (1992) counseling remains as ancillary, rather than a core component of K-12 education. Few schools have recognized or developed the unique potential of school counseling to strengthen elementary and secondary education. Counselors have little influence over curriculum development and other kinds of decision making within the school. For example, few schools include counselors on their curriculum committees and many teachers express ignorance of the counselor's daily activities. Further few counselors have a thorough

understanding of their school's curriculum, and even fewer are knowledgeable about research and practice concerning teaching methods, curriculum development learning styles, or school reform.

Hart and Jacobi (1992) sighted infrequent attempts of counselors in describing their role and accomplishments to others within the school. The result is that counselors lose the opportunity to serve as leaders and agents of change in promoting school improvement and student achievement. The information and feedback they are capable of providing, based on their interactions with a broad cross section of students and teachers, are infrequently expressed and typically undervalued by administrators, teachers and even the counselors themselves. Finally, the attitude that counseling is a support service of secondary importance to the education process makes it easier for administrators to assign counselors additional nonprofessional duties.

Gysbers and Henderson (1988) stated that the above problem is exaggerated because counselors are often called upon to provide general kinds of administrative support in addition to their professional responsibilities. The large number of such nonprofessional duties assigned to counselors suggests that their role is poorly defined and earns little respect from school administrators.

Herr(1991) noted that student access to educational guidance is further limited when counselors spend most of their time providing individual therapy to students with emotional of

behavior problems. Many counselors receive psychologically oriented training and, many, although most are not at all comfortable with psychological counseling. Also the students counselors serve face many serious problems for which counseling would be indicated i.e.: drug abuse, teen pregnancy, family violence.

Herr (1991) believed low income and minority students typically get short changed because they have less access to counselors than do other students, especially for help in educational guidance counselor-student ratios are especially high in inner-city schools, and few students in these schools have the opportunity to obtain information, encouragement, and guidance about their educational programs. Unfortunately the students with the least access to counseling may have the greatest need for it. Because their families are often unfamiliar with education policies and practices, low income and minority students are likely to have many misconceptions about the educational system. They may believe that only rich kids go to college or that a straight A average is required for college admission. They may aspire to careers that require a college degree but may not understand that if they do not take 3 years of college preparatory math, their choices to a four year college will be drastically reduced.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The availability of career education materials in a centralized location was important so that teachers will have one place to go in order to find materials to enhance their career education program.

Therefore the goal of this writer was to create a career education resource center so materials would be readily made available and used by staff members for the purpose of career education.

The expectations of the writer included:

1. Staff and students will utilize the career education center.

2. Materials made available will increase students awareness to a myriad of career opportunities.

3. Seniors will choose a career direction in their post high school plan.

The following goals and outcomes were projected for this practicum.

Expected Outcomes

The literature review concerning counselor's role's and expectations along with the organization and networking methods of media centers enabled the writer to focus on the following three expected outcomes:

1. Fifty of the one hundred high school teachers will sign out materials from the career education resource enter.

2. Fifty of the one hundred teachers will write a summary of how the career education materials assisted their classroom lessons.

3. Seventy of one hundred randomly selected seniors will indicate a college major or career direction on their final plans.

Measurement of Outcome

The following written evaluation tools will be used to measure the outcomes of this practicum:

1. Over a twelve week period a circulation record will show that fifty of the one hundred high school teachers have used the career education resource center to obtain materials for their classroom lessons (see Appendix D).

2. Over a twelve week period fifty of the one hundred high school teachers will write a summary of how they used the career

education materials to improve their classroom lessons (see Appendix E).

3. At the end of the twelve week period when presented with a survey seventy of one hundred randomly selected seniors will be able to indicate either a college major or career direction on their final plan forms (see Appendix F).

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

Establishing a career education resource center for the use of teachers at the high school level to meet the needs of the students and the staff is a valuable concept.

In reviewing the literature one solution held by those in the field is that it is imperative that schools establish a central library media center. Loertscher Lein-Ho and Bowie(1987) discuss the significance of having a media center which offers services to teachers by helping them to give more efficient instruction using the resources of the media center.

Rovenger (1987) reviewed the need for libraries to examine and review books with an awareness to the needs of learning disabled children. Criteria related to print, page design, general format of books as well as organization, clarity, and use of language has a special significance for those whose learning has special needs.

According to Christensen (1991) the model high school library media specialist is proactive and is a leader. Those under his study determined the role that they would play in the school and then initiated public relations activities to educate the users. Also involved in curriculum development high school library media specialists participate on curriculum committees and take leadership roles in the building and school district.

Callison (1990) states that policy statements for collection development in the 1990s will need to address the role of the school library media center as being more than the single location for resources that support instruction and student research activities. The computer revolution will mean a greater awareness on the part of teacher, student, and media specialist of the growing number of resources available from other libraries. Networking may move through school districts over the next ten years to the extent that most of the previously unknown resources become not only known, but also accessible. Full-text encyclopedias and periodical databases have already entered the market. Before the year 2000, a large number of school district will need to deal with a dramatic increase in the amount of information stored and accessed through computerized information systems.

Callison (1990) believes collection decisions will need to be planned and stated clearly as policy in order for school districts to incorporate such extensive information resources as a constructive, integral part of the instructional program. It will be through written collection development policies that

school library media professionals will communicate their future plans and the values of information access and of thoughtful selection and use by teachers and students.

In order to extend and improve the resources available to students, strengthen the school and community's commitment to the counselor's philosophy, and relieve the burden of being the primary direct service provider; Hart and Jacobi (1992) suggested school counselors should train all school staff from support staff through administrators to contribute to the guidance function. For example, counselors could train teachers to conduct group sessions that provide students with basic information about pre-college curricula. Also support staff could be trained to complete routine paperwork needed to enroll students in classes, so that counselors could use more of their time for advice and guidance.

Schools should also look to the community for support and assistance in their mission of promoting career awareness. The value of using community resources for such a purpose has been widely recognized. For example the National College Counseling Project (1986) discussed how partnerships with the business community can motivate students to achieve and continue their education by helping them learn about educational and career options. NASFAA and ACE (1989) described the merits of establishing alliances with local colleges and universities, particularly to strengthen students early awareness of their options and to provide assistance with pre-college advising and guidance.

Herr (1991) developed a model called "community guidance programs" in which partnerships between school counselors, college and universities, businesses, other community organizations, i.e.: civic organizations, religious groups and parents are at the heart of the counseling process. Benefits include a community commitment to supporting student achievement; a broader range of resources and programs being made available to students, leading to improved student access to counseling; and more time for counselors to focus on academic counseling and guidance.

Hart (1992) stated that guidance and counseling are too often the exclusive domain of the school counselors, not the responsibility of the entire school. High counselor-student ratios, combined with the great need for support services among middle and secondary school students, suggest that guidance and counseling can no longer be provided exclusively by school counselors. To meet students' needs, teachers, administrators, parents, and community members must assume more responsibility for counseling and guidance. Tradition and territoriality combine to limit the extent to which this occurs in most schools.

Rather than continuing to accept exclusive responsibility for meeting students' guidance and counseling needs, counselors must learn to make use of other school and community services and create a network to which students can be referred for a variety of needs. From this perspective, counseling and guidance should connote a school wide and community wide effort to meet student needs, with designated school counselors at its hub. This

requires a level of communication and cooperation among school counselors, other school personnel, and the community at large that is not often seen today.

According to Coy (1991) the major goals of counseling are to promote personal growth, and to prepare students to become literate and motivated workers, caring family members, and responsible citizens. Professionals concerned with education recognize that in addition to intellectual challenges young people encounter personal, social, educational, and career challenges. It is the role of the school counselor to address these challenges and promote educational success

A recent survey by Coy (1991) reported that more than 50 percent of public high schools are not providing the training in job seeking skills for students not going to college, and 40 percent of the school are not providing enough help to students in choosing careers. Secondary school counselors need to develop strategies to assist students in making career decisions. Planning for the future, combating career stereotyping and analyzing skills and interests are a few of the developmental goals students need to develop. Students cannot prepare for a career that will not exist when they graduate. Current information needs to be available to students, and individuals from business and industry need to work closely with the school and the counselor in preparing students for the world of work.

Gysbers (1990) noted that students and parents consistently place career needs among their highest priority. The secondary

school program must reflect this by placing a high emphasis on career development.

In October of 1992 the New Jersey State Council on Vocational Education urged the State Board of Education to focus more on preparing students for the world of work.

The report called for increased practical training experiences for vocational students, broader technological skills and skill assessments, and a revised transcript which reflects work experiences and analyzes the students job skills and work habits.

Under the term occupational education, the plan seeks to link all work-related programs for students and adults. This includes academic, technical, or experience-based programs regardless of whether they are preparing individuals for their first job, retraining employees, or providing "skills enrichment" for those already in the work force.

The report goes beyond just the vocational student. It also calls for expanding career education, Kindergarten through 12th grade, with input from business. It promotes more collaboration on work force readiness-oriented programs with post secondary institutions, particularly county colleges. and it calls for revising the high school graduation requirements to ensure that students have work force readiness competencies and skills. The latter range from interpersonal to technological skills, from creative thinking/problem-solving abilities to personal integrity.

The State Employment and Training Commission SETC (1992) recognized that training must extend beyond simply dealing with new curricula.

It called for:

1. teacher and counselor in service training to ensure they can conduct a comprehensive career development program;

2. revised certification requirements, with appropriate post secondary courses in teacher education;

3. enhanced and expanded professional development and in service training opportunities for teachers, counselors, and other education professionals.

Here are just a few predictions and observations about working and the job market by Myers and Scott (1989):

1. By 1995, more than half of all jobs will result education or technical training beyond high school.

2. By the year 2000, an estimated 5 to 15 million manufacturing jobs will require different skills, while an equal number of service jobs will be obsolete.

3. By 2000, the major contributors to new job opportunities will be small companies with fewer than 100 employees, yet small companies are the least able to provide remediation and training.

4. Workers will change jobs six to seven times during their normal working lives.

5. Many technical and office occupations now require post secondary career training as more employers prefer to hire trained personnel rather than provide training.

6. Over 2 million students now attend post secondary career schools each year.

Therefore;

1. Today's youth will probably have several jobs in their lifetime, and they probably will be different kinds of jobs.

2. More and more, employers will only hire workers who already have the required skills.

3. Training will be the key to staying in the mainstream of the work force.

4. Schools that offer specialized post secondary training may be the answer to getting skilled and getting ahead.

Every two years the Bureau of Labor Statistics develops projections of the labor force, economic growth, industry output and employment, and occupations employment under three sets of alternative assumptions. These projections usually cover a 10-15 year period and provide a framework for the job outlook in each occupational statement in the Occupational Outlook Handbook 1992-93 edition. All of the approximately 250 statements in this edition identify the principal factors affecting job prospects and indicate how these factors are expected to affect the occupation in the future.

Which are the fastest growing occupations for the 1990's ?. The rapid growth industries - the ones that will add the most jobs in the next ten years will include health care(outpatient care, physicians office), business services(accounting, consulting, personnel supply) and computers and data processing.

Most jobs in manufacturing with some exceptions such as scientific or medical will be cut.

One key for planning a career in the 90's and beyond is to zero in on employment opportunities with firms in rapid growing industries. However there are a lot of factors to consider when choosing an occupation such as what one enjoys and what one is best at. But choosing an occupation and industry in which the job prospects are promising should contribute to a more satisfactory career.

According to the National Career Development Association (1990) career counseling is defined as counseling individuals or groups of individuals about occupations, careers, life/career roles and responsibilities, career decision making, career planning, leisure planning, career planning, and other career development activities(e.g. resume preparation, interviewing and job search techniques), together with the issues or conflicts that individuals confront regarding their careers.

Professional career counseling competency statements provide guidance for the minimum competencies necessary to effectively perform a particular occupation or job within a particular occupation. Professional career counselors (a master's degree or higher), or persons in career development positions must demonstrate the knowledge and skills for a specialty in career counseling that the generalist counselor might not possess. These skills and knowledge are represented by designated competency areas that have been developed by professional career counselors and career educators. The Career Counseling Competency Statements

serve as a guide for career counseling training programs and as a checklist for persons wanting to acquire or to enhance their skills in career counseling.

The Career Counseling Competencies include topics: Individual and Group Counseling Skills; Individual/Group Assessment; Program Management and Implementation; Consultation; Information/Resources; Career Development Theory; Special Populations; Supervision; Ethical/Legal Issues; and Research/Evaluation.

In October of 1986 at the College Board's National Forum in New York, the final report-Keeping the Options Open was unveiled. This report reviewed the needs of students across America for guidance and counseling services from elementary school through high school. It assessed a wide range of sources that provide guidance and counseling services to young people rather than viewing public school guidance counselors as the sole source of these services.

The commission was left with the broad impression that there is a considerable waste of human talent as a result of the ways our schools are now operated and further view that guidance and counseling can contribute significantly to reduce that waste. There are youngsters dropping out of school who would make good college candidates, there are young people failing to learn not because of lack of ability, but because lack of encouragement and support. Finally the report recommends preventable tragedies for so many young lives.

The writer does not believe that all students should go to college, but rather , that all young people should be guided and educated in a manner that could assume this possibility. No one should be denied an education that enlarges opportunity. This requires that actions taken at all levels of schools support the active involvement of those futures who are at stake. This is the intent of Keeping the Options Open.

Description of Selected Solutions

According to Walker (1988) key elements must be present in a high degree to facilitate the development of an exemplary high school career media center. The key elements include; administrative commitment and educational media services such as curriculum and instruction, the media services center, physical facilities for educational media, budget and finance of the educational media program, and educational media staff.

A professionally trained and certified library/career specialist is necessary to produce a quality high school career education library media program. Fourteen of the eighteen library media specialists studied hold advanced degrees. More than 50 % have post Master's training.

A media specialist needs time and experience to produce an exemplary high school media program. Service is the key ingredient of the high school library media specialists professional life. The role is one of aiding others and providing service. Interest goes beyond the walls of the media center. Much personal time is devoted to working on library media projects and

participation in student activities all aide in providing superior service.

The first step in organizing a career education resource center for this practicum was to have all high school staff fill out an inventory of all career related materials they had in their possession (see Appendix G).

Materials that were being stored in individual closets, offices and used only periodically or not at all were collected and sent to the centralized location in the guidance office.

With the aide of Circulation Systems for School Library Media Centers (1985) a comprehensive listing of all available career education material was designed.

After the list was devised it was distributed to all teaching staff with an explanation on how they can borrow materials from the center. The teachers then fill out a materials request form (see Appendix H) in order to borrow materials they need. The requested materials were then sent to the teacher. A record of all materials borrowed was maintained to indicate who borrowed what materials and when they were borrowed and returned (see Appendix D).

In order to keep the staff informed of the new materials housed in the center, a monthly newsletter was sent to all teachers.

Report of Action

After determining and proving a need for a career resource center, the writer began the organization of such. Verbal

approval was given from both the writer's immediate supervisor and the building principal.

The first step in organizing a career education resource center for high school teachers was to devise and send, to all staff members an inventory form (see Appendix G). Teachers and staff were asked to list any career materials they had in their possession or classrooms that they would like to have housed at the career resource center. The inventory forms were submitted to the writer in the guidance office. The materials were then collected by the writer and stored in the space allocated for the career center.

Additional letters requesting career materials for donation to the center were sent to local P.T.A.'s, parents, businesses, and organizations. The writer also made frequent visits to career workshops, college nights, and various employment agencies to secure additional career related materials.

After sufficient materials were collected, the next step was to catalogue all the materials. The materials were catalogued under the following categories:

Books/Booklets
Career Education Videos
Catalogues
College Videos
Filmstrips
Individual College Catalogues
Occupational & Career Pamphlets

A categorized listing (see Appendix I) of all the career education materials in the center was developed and sent to all staff members along with a materials request form (see Appendix

H). The teachers then completed the materials request form in order to borrow career education materials from the center. The requested materials were then sent to the teacher along with a questionnaire (see Appendix E) to be completed when the materials were returned.

A circulation record of materials borrowed (see Appendix D) by the teachers was kept to indicate who, borrowed what materials, when they were borrowed, and when they were returned. A record was also kept of all the questionnaires completed by the teachers on the effectiveness of the resource center. As new materials were donated to the center, the categorized listing was updated monthly and posted in the career resource center.

CHAPTER V

RESULTS, DISCUSSION, AND RECOMMENDATIONS

Results

The availability of career education materials in a centralized location was important so that teachers would have one place to go in order to find materials to enhance their career education curriculum component.

The goal of this writer was to create a career education resource center so materials would be readily available and used by high school teachers.

At the conclusion of the twelve week time period for this practicum, the outcomes were reviewed to determine the levels of accomplishment.

The first expected outcome was that fifty of the one hundred high school teachers will sign out materials from the career education resource center.

Table 2 lists the number of teachers in each department that requested career materials to be used in their curriculum as recorded by the materials request form (see Appendix H).

Table 2 Teachers Who Borrowed Materials

Department	Number of Teachers	Number of Teachers Who Borrowed Materials
Business	8	6
English	13	8
Fine Arts	8	3
Foreign Language	9	1
Mathematics	12	6
Practical Arts	7	3
Physical Education	10	8
Science	11	9
Social Studies	11	8
Special Education	11	7
TOTAL	100	59

Table 2 illustrates fifty-nine of the one hundred teachers requested materials from the career resource center, therefore this outcome was achieved.

The results of this outcome proves that when career education materials are centrally located teachers do utilize the materials. In the day of a teacher this center is a one stop shopping place for all their classroom career needs.

It is interesting to note that the science and social studies departments borrowed a variety of materials (catalogues,

videos, books, filmstrips), while the english and foreign language departments requested catalogues and career pamphlets.

Of the fifty-nine teachers who borrowed materials, forty-three were repeat users of the career center.

The second expected outcome was that fifty of the one hundred teachers would answer a questionnaire as to how the career resource center assisted in their classroom lessons.

Table 3 lists the number of teachers who completed the questionnaire compared to the number of teachers who borrowed materials.

Table 3 Teachers Who Completed The Questionnaire

Department	Number of Teachers	Number Who Borrowed Materials	Number of Teachers Who Completed the Questionnaire
Business	8	6	6
English	13	8	8
Fine Arts	8	3	2
Foreign Language	9	1	1
Mathematics	12	6	4
Practical Arts	7	3	2
Physical Ed.	10	8	6
Science	11	9	9
Social Studies	11	8	8
Special Education	11	7	6
Total	100	59	52

Table 3 illustrates that fifty-two of the one hundred teachers did complete the questionnaire (see Appendix E) as to what they used and found helpful in the career education resource center. Outcome number two was met satisfactorily.

It is interesting to note that of the teachers who borrowed materials, those from the academic areas i.e.: english, mathematics, science, social studies, foreign language, all submitted a completed questionnaire upon returning the career materials. It was in the non-academic areas that all of the questionnaires were not returned.

Table 4 summarizes the results of the questions on the career education resource center questionnaire.

Response to the first question in table 4 revealed that thirty-eight of the fifty-two teachers who responded to the questionnaire borrowed materials from the career education resource center did so more than once.

Question two indicates that thirty-eight of the teachers borrowed materials on an average of three times.

The most popular types of materials borrowed included; individual college catalogues, career catalogues, and occupational/career pamphlets. The items borrowed the least often were from the filmstrip collection, as indicated by question number three.

Question four indicated that most of the materials borrowed by teachers were used on an individual basis requiring a written report/response from the students.

Table 4 Responses to Questionnaire

Question			Yes	No
1	Did you borrow anything from the center within the last 3 months?		38	14
2	How often did you borrow materials?	1 time	14	
		2 times	10	
		3 times	18	
		4 times	10	
3	What type of materials did you borrow?	Books/Booklets	18	
		Career Education Videos	11	
		Catalogues	23	
		College Videos	19	
		Filmstrips	2	
		College Catalogues	31	
		Occupational Career Pamphlets	20	
4	How were the materials used?	individually	30	
		group	22	
		orally	17	
		written	35	
5	Did you use the center to obtain materials for new students?		16	36
6	Did you use the center to obtain materials to meet specific learning styles & needs of your students?		52	0

In questions five and six respectively, sixteen teachers used the career resource center to obtain materials for new students, and all fifty-two teachers reported they used the center to meet the needs of individual students and their different learning styles.

The third expected outcome was that seventy of one hundred randomly selected seniors will indicate a college major or career direction on their senior final plans survey (see Appendix F). This survey was given to the six counselors at the high school, to be administered to each of their counselees during their senior final plans meeting. The writer randomly selected one hundred of the two-hundred and ninety five surveys collected.

Table 5 indicates that eighty-six of the one hundred randomly selected seniors had indicated a career direction upon high school graduation. Outcome three was met successfully.

Table 5 Senior Final Plans Survey

Post High School Plans	Number of Seniors
Business School	2
College declared major	56
College undeclared major	6
Military	2
Trade/Vocational School	12
Work	14
Undecided	8

The career resource center was received positively. During the first month of operation teachers were hesitant and unaware of its existence. After much advertisement and by word of mouth, teachers were receptive to the new educational center.

An unexpected outcome was that the writer was able to solicit successfully for a new Guidance Information System (GIS)

and related software. This fall the career resource center will include the inventory in Appendix I as well as a new computer system and software for financial aid, college searches, careers, scholarships and letter writing. The center is also expected to receive a television and VCR so students and teachers may use the center as a complete career location. If desired, the teachers may preview career/video materials at the center instead of signing out the materials and returning them.

Discussion

The career education center has proven to be a welcomed, worthwhile resource for teachers.

All expected goals and outcomes were met. The teachers now have used the career education resource center to house, locate, browse and borrow, materials for their students and lessons.

Recommendations

1. Along with requesting materials from teachers, it is also beneficial to; write to book companies for samples of books, go out of the district and seek ideas and recommendations from other schools, and ask parents and senior citizens for donations and ideas.

2. It may be helpful to seek grant money to assist in expanding the career resource center. However this will need more than the allotted twelve week time period.

3. This center is fully operational and will be an ongoing component of the high school resources. As more materials, hardware, software, are added to the center, the faculty will receive an updated inventory of available materials.

4. Computer knowledge is essential. The cataloguing of materials and listing of individuals borrowing from the center is made accessible and manageable via the computer.

5. Workshops and professional seminars for teachers are helpful in introducing the mechanics and goals of the career resource center.

6. Upon request, materials from the career resource center will be made available to students.

Dissemination

The writer will discuss the results of this practicum with the vice-principal in charge of guidance and the building principal. Copies of the abstract will be provided to the members of the guidance department and chairperson to each department.

This fall at the arrival of the new Guidance Information System, workshops and weekly seminars will be provided upon request to faculty members and students explaining the nature and function of the career resource center.

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APPENDIX A

HIGH SCHOOL COUNSELORS CALENDAR YEAR HIGHLIGHTS

High School Counselors Calendar Year Highlights

Sept.	Grade 9-12	Review and correct schedules
	Grade 9	Orientation by administration, staff and guidance
	Grade 10	Review schedule and adjust student schedules in accordance with requirements and needs where appropriate
	Grade 11	Review schedule and adjust student schedules in accordance with requirements and needs where appropriate
	Grade 12	Review schedule and adjust to meet student needs for graduation requirements on final needs concurrent to career plans. Review goals and discuss applications for post high school plans.
October	Grade 9-12	Progress reports mailed to parents
	Grade 9	Routine conference follow up on progress - follow up on problems
	Grade 10	Routine conference follow up on progress - follow up on problems
	Grade 11	Orientation for students concerning PSAT test - Counselor homeroom visits - Administer PSAT
	Grade 12	Senior conferences - applications for college group guidance - College appointment procedures, visitations by colleges, specialized schools, etc. (Monthly Calendar) County College Sponsors College Fair
November	Grade 9-12	Report cards - Honor roll - Eligibility for extra activities
	Grade 9	Routine conference follow up on progress - follow up on problems
	Grade 10	Routine conference follow up on progress - follow up on problems
	Grade 11	Routine conferences - progress and problems - review PSAT results
	Grade 12	Group guidance - Financial aid and reminder on SAT's, college applications.

December	Grade 9-12	Progress reports mailed to parents
	Grade 9	Review report cards and follow up on progress - individual conferences - administer Occupational Interest Survey (optional)
	Grade 10	Review report cards and follow up on progress - individual conferences
	Grade 11	Review report cards and follow up on progress - individual conferences
	Grade 12	Follow up on mailing of applications to colleges - review deadline date - Financial Aid meeting - review SAT results
January	Grade 9-12	Report cards
	Grade 12	Review SAT results with seniors - follow up on mailing applications to colleges
February	Grade 9-12	Report cards - Vocational school program
	Grade 9	Review progress - adjust schedules where needed
	Grade 10	Review progress - adjust schedules where needed
	Grade 11	Review progress - adjust schedules where needed
	Grade 12	Will not graduate letters - notification - adjust schedules where needed
March	Grade 9-12	Progress reports sent to parents - review progress and review study habits
	Grade 11	Junior parent conferences scheduled - orient students about SAT and preparation of applications
April	Grade 8-11	Subject selection
	Grade 8	Student and parent orientation
	Grade 9-12	Report cards sent out - District wide testing Grade 9 : HSPT Grade 10 : CAT Grade 11 : CAT Grade 12 : ASVAB

May	Grade 9-12	Progress reports sent to parents
	Grade 12	Graduation letters - may not graduate
June	Grades 9-12	Final exams - preparation of honor student list prepared for banquet - summer school registration - notify students by phone and letters
	Grade 12	Final plans of seniors established - Graduation/Scholarship awards night - Graduation

APPENDIX B

EVALUATION OF HIGH SCHOOL GUIDANCE SERVICES

GUIDANCE DEPARTMENT

To: Staff of B.T.H.S. Date: September 15,1992

From: Mrs. S. Zalinsky Re: Guidance Survey

As partial fulfillment of my Doctorate in Education, would you please respond to the enclosed survey.

No names are needed. Simply check yes if you agree with the statement, no if you disagree or no opinion.

Return to me on or before Monday September 21, 1992.

Thank-You;

Mrs. Sandi Zalinsky
Guidance Counselor

The following major expectations are commonly associated with an effective guidance services program.

Students demonstrate an understanding of themselves.

Students recognize their responsibility to themselves and to society.

Students are able to make informed educational, vocational, career and personal decisions.

Students understand the importance of achieving their potential by fully developing their competencies.

Administrators, teachers and other specialists serve as advisors to students, utilize guidance-related information to assist students, and serve as referral agents for the guidance personnel.

The guidance personnel assist in the maintenance of clearly articulated student records.

The guidance personnel initiate contacts with students, teachers and parents relative to student progress and problems.

With these expectations as an overview the following statements were assigned to elicit your view regarding counseling needs.

Please check yes, no or no opinion and describe those aspects of the guidance program that are most satisfactory and in need of improvement.

Evaluation of H.S. Guidance Services

STATEMENT	TRUE	FALSE	NO OPINION
1. Guidance services are provided for all students at all levels.			
2. Provision is made for the coordination of the school's guidance services with other student services.			
3. Regardless of a student's sex, ethnicity, race of handicaps, the program assists all students to:			
a. Mature in self-understanding, self-responsibility, and decision-making ability.			
b. Make informed vocational, career and educational choices.			
4. The administrators of the school system support the program by:			
a. Providing an adequate budget			
b. Allocating a support staff that will provide optimum guidance services.			
c. Providing the physical facilities, supplies and equipment needed for optimum guidance services.			
d. Provide personnel and time for effective coordination and supervision of guidance program.			
5. Each school counselor:			
a. Holds at least a masters degree with a major in counseling and guidance, is fully certified, and has a background of successful teaching experience.			
b. Encourages students to assume responsibility for their own development.			
c. Helps students develop the ability to understand themselves.			
d. Helps students formulate plans and decisions with respect to post secondary school education and facilities the application process.			
e. Helps students formulate vocational plans and make appropriate vocational decisions.			

f. Identifies and attempts to assist those students who for a variety of reasons (e.g. social and cultural differences) do not seek assistance of their own.			
g. Counsels students who are considering leaving school prematurely to consider alternate forms of education.			
h. Seeks agencies and individuals to whom students may be referred outside the school for special help.			
i. Refers to other student personnel specialists when needed.			
6.Re: Information for educational and occupational planning.			
a. provisions are made for collecting, organizing and disseminating current educational literature on course offerings, college programs, apprenticeship programs, financial aid.			
b. Counselors use occupational and educational information in counseling and small-group processes to help students develop understanding about educational and work roles.			
c. Provisions are made for the collection and use of follow-up data on graduates for educational and vocational planning.			
7. Concerning the role of teachers in the guidance services program, classroom teachers:			
a. Employ both formal and informal procedures for communication between individual teachers and counselors.			
b. Use cumulative record information to increase understanding of the students and individual differences among students.			
c. Seek help from counselors in attempts to help students.			
d. Refer students in need of special counseling assistance.			
e. Relate subject matter to independent living and appropriate career options.			

8. Please describe those aspects of the program that are most satisfactory: Responses in no particular order.

9. Please describe those aspects of the program that are in most need of improvement: Responses in no particular order.

APPENDIX C

RESULTS OF DISTRICT GUIDANCE ASSESSMENT

TO: All Counselors

FROM: D. Vivino

DATE: 3/26/92

Attached please find results of Guidance Assessment Committee work from the school year - 1990 - 91.

This should be something that you have for your own information.

Thanks,

Dave

*ONLY HIGH SCHOOL RESULTS HAVE BEEN INCLUDED HERE.*********

I. Assessment Instruments

In order to properly assess our program committee members researched related materials, visited other school districts, and constructed assessment instruments in order to have a background to evaluate our program.

The committee members involved in education at the elementary level constructed a survey which was distributed to all administrators and some key personnel working at the elementary level. A total of eighty-nine respondents gave us the basis for a solid assessment of program strengths and needs at this level. Many respondents went beyond the objective survey questions to indicate a strong sense of urgency when relating needs.

In order to assess the guidance services at the middle school level a rating scale was devised focusing on the salient objectives assessed by the Middle States Evaluation format and presented to the administrators, counselors and some key personnel who could react in a knowledgeable way concerning the guidance services at the middle schools of the district. Twenty respondents contributed to give a cross-section of opinion. They represented different genders, grade level, subject areas, and educational roles.

In assessing the guidance services at the high school level a rating scale based on the Middle States Evaluation format at the high school level was devised and distributed to administrators, guidance counselors, and key personnel. Twenty-nine responses were received from the staff involved. In addition, a Student Guidance Survey was constructed and distributed randomly to ten percent of the high school student body representing all grades and academic levels. A total of one hundred and fifty-five students responded.

II. AssessmentResults

High School Level

On a rating scale of excellent, good, satisfactory, or poor the staff rated the guidance services at the high school level as "good" in twenty-two areas surveyed by the attached rating scale. A rating less than "good" was assigned to the following three areas:

1. The administrators and the school system support the program by providing an adequate budget.
2. The administrators and school system provide personnel and time for effective coordination and supervision of the program.
3. Provisions are made for the collection and use of follow-up data on graduates for educational and vocational planning.

It should be noted that no areas were rated as "poor".

The aspects of the high school guidance program considered as most satisfactory by the staff surveyed were:

a. the flexibility, experience, communication, and cooperation of the guidance staff
b. the quality of services offered to all students
c. the support of the administration for the guidance program
d. the security of the student records
e. the many special programs sponsored by the guidance department

The high school Student's Survey yielded the following student results:

1. 88% of the students sought the help of the guidance department
2. 76% of the students sought assistance for academic reasons; 7% sought assistance for personal reasons.
3. at Brick Memorial H.S. 58% of the students rated guidance services as "helpful" or "very helpful", while 36% rated the services as "somewhat helpful" or "did not meet needs". At Brick Township H.S. 56% of the students rated services a "helpful" or "very helpful" while 44% of the students rated services as "somewhat helpful" or "did not meet needs".
4. At both high schools some students requested more guidance services in career counseling.
5. In both high schools and at all grade levels some students requested more contact time with counselors.

The district and staff are to be commended for those aspects of the high school guidance program rated as "good" or considered to be "most satisfactory". It is recommended that all means be taken to maintain the areas of strength identified. Conversely, the district is recommended to improve the program by taking the following measures:

1. providing an adequate budget
2. providing personnel and time for effective coordination and supervision of the guidance program. It is recommended that a director supervisor of guidance be assigned to each of the two high schools instead of the present practice of having one supervisor shuttle between two schools
3. providing more career counseling for students. It is recommended that a career counselor be employed in each of the two high schools.
4. providing more contact time with counselors for the students
5. providing more articulation with other level counselors and other pupil services areas
6. providing for the collection and use of follow-up data on graduates for educational and vocational planning
7. increasing services for lower 25% of the students

APPENDIX D

CIRCULATION RECORD OF MATERIALS BORROWED

Circulation Record

Record of Materials Borrowed

Date:_____

Teachers Name:_____

Materials Borrowed	Date Returned

APPENDIX E

QUESTIONNAIRE OF CAREER EDUCATION MATERIALS CENTER

Questionnaire
Usefulness of the Career Education Materials Center

Date:_____

Name:_____

Department:_____

1. Did you borrow anything from the career education materials center in the last three months?

Yes _____ No_____

How often did you borrow materials ?

_____

What type of materials did you borrow ?

_____

_____

How did you use materials with your students ?

Individually:_____

In a group:_____

Orally:_____

Requiring written responses:_____

Did you use the materials center to obtain materials for new students in your classroom ?

Yes _____ No_____

Did you use the materials center to obtain materials to meet specific learning styles and needs of your students ?

Yes _____ No_____

APPENDIX F

SENIOR FINAL PLANS SURVEY

SENIOR - FINAL PLANS - CLASS OF 1993

GUIDANCE

NAME:_____ DATE:_____

At this point in time, my post secondary plans are as follows:

____ BUSINESS SCHOOL:_____

____ COLLEGE:_____

MAJOR:_____

____ MILITARY:_____

____ TRADE / TECHNICAL SCHOOL / VTS (POST SECONDARY)

_____

____ WORK:

____ UNCERTAIN

____ FINAL TRANSCRIPT TO BE SENT TO:_____

APPENDIX G

INVENTORY FORM OF CAREER EDUCATION MATERIALS

TO: All Teachers

FROM: Guidance Department-S. Zalinsky

We are taking an inventory of the Career Education materials in the building. Please list below the materials that you have in the following categories and return by February 15,1993.

NAME:_____Dept._____

Textbooks:_____
_____
_____

Reference Guides:_____
_____
_____

Career Workbooks:_____
_____
_____

Games & Kits:_____
_____
_____

Individual College/University Materials:_____
_____
_____

Video Tapes:_____
_____
_____

Computer Programs:_____
_____
_____

Films/Filmstrips/Slides:_____
_____
_____

Tapes/Cassettes:_____
_____
_____

Charts/Posters:_____
_____
_____

Misc.:_____
_____
_____

APPENDIX H

MATERIALS REQUEST FORM

Materials Request Form

Name: _____

Department: _____

Class: _____

Date: _____

Materials Requested:

_____

_____

_____

_____

_____

_____

Length of time requested: _____

APPENDIX I

CATEGORIZED LISTING OF AVAILABLE CAREER EDUCATION MATERIALS

BOOKS/BOOKLETS

A'S AND B'S OF ACADEMIC SCHOLARSHIP
AVIATION CAREERS 93' - BOOKLET
CAREER PLANNING WORKSHOP - BOOKLET
CHRONICLE 4 YEAR COLLEGE HANDBOOK 92-93
CHRONICLE 2 YEAR COLLEGE HANDBOOK 92-93
CHRONICLE CAREER INDEX 92-93
CHRONICLE FINANCIAL AID GUIDE 92-93
CHRONICLE VOCATIONAL SCHOOL MANUAL 92-93
CHRONICLE GUIDE FOR TRANSFERS
CLASSROOM TEACHER'S WORKBOOK FOR CAREER EDUCATION-J. MITCHELL 1979
CLUBS AND ORGANIZATIONS OF OCEAN COUNTY
COLLEGE ADMISSIONS DATA HANDBOOKS N.E., S.E., M.W.
COLLEGE BOARD ACHIEVEMENT TESTS
COLLEGE HANDBOOK 93'
FACTS ABOUT AMERICAN COLLEGES - BOOKLET
GETTING SKILLED GETTING AHEAD - J. MEYERS; E. SCOTT 1989
GOING TO COLLEGE IN NEW JERSEY
GRADUATE SCHOOL FILE (CIDS)
GUIDE FOR UNDERSTANDING STUDENTS & FAMILIES OF THE NEW IMMIGRATION
HOW TO GET THE COLLEGE OF TOUR CHOICE
HOW TO SURVIVE FRESHMAN YEAR - BOOKLET
JOBS & CAREER PLANNING - J. MITCHELL 1990
MARINES - BOOKLET
MEETING COLLEGE COSTS - BOOKLET
OCCUPATIONAL OUTLOOK HANDBOOK 1992-93 ED.
O.C.V.T.S. 92-93 PROGRAM INFORMATION
RESOURCE DIRECTORY OF OCEAN COUNTY
U.S. DEPT. OF LABOR BUREAU OF LABOR STATISTICS
9 STATE COLLEGES OF NEW JERSEY - BOOKLET
10 SATS

ADMINISTRATION, BUSINESS AND OFFICE
AGRIBUSINESS AND ENVIRONMENT, PERSONAL SERVICES
CAREER INFORMATION CENTER
COMMUNICATIONS AND THE ARTS
CONSTRUCTION
CONSUMER, HOMEMAKING AND PERSONAL SERVICES
ENGINEERING, SCIENCE AND TECHNOLOGY
ENGLISH CAREER OPPORTUNITIES
HOSPITALITY AND RECREATION
JOB HUNTING, RESUMES, LETTERS
KEY COLLEGE CAREERS
MANUFACTURING
NEW YORK SCHOOL OF INTERIOR DESIGN
PUBLIC AND COMMUNITY SERVICE
SURVIVAL SKILLS ORDERING CATALOG
THE SCHOLARSHIP BOOK
TRANSPORTATION
YOUR CAREER STARTS HERE

CATALOGS

VOL. 1 CAREER EMPLOYMENT OPPORTUNITIES
DIRECTORY: LIBERAL; AND SOCIAL SCIENCE
VOL. 3 CAREER EMPLOYMENT OPPORTUNITIES
DIRECTORY: ENGINEERING AND COMPUTER SCIENCE
VOL. 4 CAREER EMPLOYMENT OPPORTUNITIES
DIRECTORY: SCIENCE

BARTON COLLEGE
BOARDING SCHOOLS 1991
BUSINESS EDUCATION INDUSTRY
CAREER OPPORTUNITIES FOR MINORITY COLLEGE GRADUATES
CHIROPRACTIC HEALTH CARE CAREERS
CHRONICLE CAREER INDEX
CHRONICLE FINANCIAL AID GUIDE 92-93
CHRONICLE FOUR YEAR COLLEGE DATA BOOK
CHRONICLE INDEX 1990-91
CHRONICLE TWO YEAR COLLEGE DATA BOOK
CHRONICLE TWO YEAR DATA BOOK 1992-93
CHRONICLE VOCATIONAL SCHOOL MANUEL
CIDS
COLLEGE ADMISSIONS DATA HANDBOOK
COLLEGE COST BOOK
COLLEGE GUIDE FOR STUDENTS WITH LEARNING DISABILITIES
COLLEGE HANDBOOK 1991
COLLEGE HANDBOOK 1993
CONSIDER A CHRISTIAN COLLEGE
CUMBERLAND COUNTY COLLEGE
EDUCATORS GUIDE TO CORPORATE SUPPORT
FOUR YEAR COLLEGES 1991
HEALTH CAREERS IN NEW JERSEY
IONA COLLEGES 50 YEARS
INDEX OF MAJORS 1992
JOURNAL OF COLLEGE ADMISSIONS
MINORITY STUDENTS COLLEGE GUIDE
MUSKINGUM COLLEGE 1991-92
NACAC MEMBERSHIP DIRECTORY
NEW JERSEY OCCUPATIONAL OUTLOOK HANDBOOK
NINE STATE COLLEGES OF NEW JERSEY
OCEAN COUNTY A.V.A. COMMISSION
OPPORTUNITIES FIR A CAREER IN MINING AND METALLURGY
PATTERSON'S SCHOOLS CLASSIFIED
PRIVATE COLLEGES AND UNIVERSITIES
PROGRAM INFORMATION VOCATIONAL TECHNICAL SCHOOL
RUGGS RECOMMENDATIONS ON THE COLLEGES
SCHOOL GUIDE
STEVENS THE ULTIMATE APPLICATION
THE COLLEGE BLUE BOOKS
1. NARRATIVE DESCRIPTIONS
2. TABULAR DATA
3. DEGREES OFFERED BY COLLEGE AND SUBJECT
4. OCCUPATIONAL EDUCATION

5. SCHOLARSHIP, FELLOWSHIPS, GRANTS AND LOANS
TWO YEAR COLLEGES
YOUR CHOICE

CAREER EDUCATION - VHS VIDEOS

A BRIDGE TO SUCCESS
CAREERS IN ENVIRONMENT
LOVE JOYS GUIDE
PERSONAL CHALLENGES TO EXCEL
PROBLEM SOLVERS
PATHWAYS TO YOUR FUTURE
THE PURSUIT OF EXCELLENCE
TOUGH DECISION
WHERE THERE'S A WILL THERE'S AN A

COLLEGE VHS VIDEOS

ACADEMICS
ADMIRAL FARRAGUT ACADEMY
ANN MAY SCHOOL OF NURSING
BENTLEY COLLEGE
CALDWELL COLLEGE VIDEO TOUR
CATAWBA COLLEGE
CHESTNUT HILL COLLEGE, PICTURE YOURSELF AT
CLARKSON UNIVERSITY
CULINARY INSTITUTE OF AMERICA
EAST CAROLINA UNIVERSITY
EASTERN COLLEGE
EMMANUEL COLLEGE IN BOSTON
FLORIDA ATLANTIC UNIVERSITY
FLORIDA SOUTHERN COLLEGE
FRANKLIN & MARSHALL
GETTYSBURG
GEORGE WASHINGTON UNIVERSITY
GIBBS FOR BUSINESS " STAND ABOVE THE CROWD"
GREEN MOUNTAIN
GLASSBORO STATE COLLEGE " WHERE TIMES TO REMEMBER BEGIN"
GROVE CITY COLLEGE
HAWAII LOA COLLEGE "THE FUTURE GENERATION OF KNOWLEDGE"
IF COLLEGE IS WHERE YOU BELONG
IONA COLLEGE
JERSEY SHORE MEDICAL CENTER
JOHNSON STATE COLLEGE "THE COLLEGE FOR ALL SEASONS"
KEAN COLLEGE
KEYSTONE JUNIOR COLLEGE
MANHATTAN COLLEGE VIDEO "1989"
MANHATTAN COLLEGE VIDEO "1990"
MARIETTA COLLEGE
MARYMOUNT COLLEGE TARRYTOWN
MC MURPHY NURSING PROJECT
MONMOUTH COLLEGE " A PLACE TO GROW"
MONTCLAIR STATE
NEW GUARD
NEW JERSEY COLLEGE NIGHT
NEW JERSEY INSTITUTE OF TECHNOLOGY
NEW YORK INSTITUTE OF TECHNOLOGY
NIAGARA UNIVERSITY
NORTHEASTERN UNIVERSITY
NORTHWOOD INSTITUTE
ON CAMPUS VIDEO TOURS
RADFORD UNIVERSITY
RANDOLPH - MACON WOMAN'S COLLEGE
RIDER COLLEGE
ROGER WILLIAMS COLLEGE
RUTGERS, THE STATE UNIVERSITY
SAINT ELIZABETH, COLLEGE OF
SAINT VINCENT COLLEGE
SALISBURY STATE COLLEGE

SALVE REGINA COLLEGE
SHEPHERD COLLEGE
S.U.N.Y. - MARITIME COLLEGE
TECHNOLOGY EDUCATION AT TRENTON STATE COLLEGE
THE BERKELEY WAY
TOWSON STATE UNIVERSITY
UNION COLLEGE
VIRGINIA TECH
WAGNER COLLEGE
WESLEY COLLEGE
WESLEYAN COLLEGE
WILLIAM PATTERSON COLLEGE
YORK COLLEGE
UNIVERSITY OF COLORADO AT BOULDER

FILMSTRIPS

CAREERS IN COMPUTERS

INDIVIDUAL COLLEGE CATALOGS

ACADEMY OF ART COLLEGE
ACADIA UNIVERSITY
AIR FORCE ACADEMY
ALBRIGHT COLLEGE
ALBERTUS MAGNUS COLLEGE
ALDERSON - BROADDUS COLLEGE
ALFRED UNIVERSITY
ALLEGHENY COLLEGE
ALLENTOWN COLLEGE
AMERICAN INTERNATIONAL COLLEGE
AMERICAN UNIVERSITY OF PARIS
AMHERST COLLEGE
ANNA MARIA COLLEGE
APPALACHIAN STATE UNIVERSITY
ART INSTITUTE OF BOSTON
ART INSTITUTE OF PHILADELPHIA
ASHLAND UNIVERSITY
ASSUMPTION COLLEGE
AVERETT COLLEGE
BALTIMORE INTERNATIONAL CULINARY COLLEGE
BARD COLLEGE
BARTON COLLEGE
BATES COLLEGE
BAY PATH COLLEGE
BEAVER COLLEGE
BELMONT ABBEY COLLEGE
BENNINGTON COLLEGE
BENTLEY COLLEGE
BERKELEY COLLEGE OF BUSINESS
BETHANY COLLEGE
BLOOMFIELD COLLEGE
BLOOMSBURG UNIVERSITY
BOSTON COLLEGE
BOSTON UNIVERSITY
BOWDOIN COLLEGE
BRADLEY UNIVERSITY
BRANDEIS UNIVERSITY
BRIDGE WATER COLLEGE
BROOKDALE COMMUNITY COLLEGE
BRYANT COLLEGE
BUCKNELL UNIVERSITY
BUTERA SCHOOL OF ART
CABRINI COLLEGE
CALDWELL COLLEGE
CALIFORNIA INSTITUTES OF THE ARTS
CALTECH COLLEGE
CAMPBELL UNIVERSITY
CARLETON COLLEGE
CASE WESTERN RESERVE UNIVERSITY
CASTLETON STATE COLLEGE
CATAWBA COLLEGE
CATHOLIC COLLEGES & UNIVERSITIES OF PENN.

CATHOLIC UNIVERSITY OF AMERICA
CEDAR CREST COLLEGE
CENTENARY COLLEGE
CENTRAL COLLEGE
CHARLESTON UNIVERSITY
CHESTNUT HILL COLLEGE
CHOWAN COLLEGE
CLARK ACADEMIC COLLEGE
CLARK UNIVERSITY
CLARKSON UNIVERSITY
COLBY COLLEGE
COLGATE UNIVERSITY
COLLEGE OF BOCA RATON
COLLEGE OF ENVIRONMENTAL SCIENCE & FORESTRY
COLLEGE MISERICORDIA
COLLEGE OF SAINT MARY
COLLEGE OF THE ATLANTIC
COLLEGE OF THE HOLY CROSS
COLORADO STATE UNIVERSITY
CORCORAN SCHOOL OF THE ART
COOK COLLEGE
CORNELL
CULINARY INSTITUTE OF AMERICA
CURRY COLLEGE
C.W. POST - LONG ISLAND UNIVERSITY
DANIEL WEBSTER COLLEGE
DARTMOUTH COLLEGE
DAVIS & ELKINS COLLEGE
DEAN JUNIOR COLLEGE
DEVRY INSTITUTE OF TECHNOLOGY
DELAWARE VALLEY COLLEGE
DICKINSON COLLEGE
DREW UNIVERSITY
EAST CAROLINA UNIVERSITY
EASTERN COLLEGE
ECKERD COLLEGE
ELIZABETH CITY STATE UNIVERSITY
ELIZABETHTOWN COLLEGE
ELMIRA COLLEGE
ELON COLLEGE
EMMANUEL COLLEGE
EMERSON COLLEGE
EMORY COLLEGE
ENDICOTT COLLEGE
EUGENE LANG COLLEGE
FAIRFIELD UNIVERSITY
FASHION INSTITUTE OF TECHNOLOGY
FERRUM COLLEGE
FISHER COLLEGE
FLAGLER COLLEGE
FORDHAM UNIVERSITY
FORSYTH SCHOOL OF DENTAL HYGIENISTS
FRANKLIN & MARSHALL COLLEGE
FRANKLIN PIERCE COLLEGE

FROSTBURG STATE UNIVERSITY
GANNON UNIVERSITY
GENOVA COLLEGE
GEORGE WASHINGTON UNIVERSITY
GLASSBORO STATE COLLEGE
GEORGIA TECH
GEORGETOWN UNIVERSITY
GETTYSBURG COLLEGE
GOLDEY-BEACOM COLLEGE
GOUCHER COLLEGE
GREEN MOUNTAIN COLLEGE
GREENSBORO COLLEGE
GRINNELL COLLEGE
GROVE CITY COLLEGE
GUILFORD COLLEGE
GWYNEDD-MERCY COLLEGE
HAGERSTOWN JUNIOR COLLEGE
HAMILTON COLLEGE
HAMPSHIRE COLLEGE
HAMPDEN-SYDNEY COLLEGE
HARCUM JUNIOR COLLEGE
HARTWICK COLLEGE
HARVARD & RADCLIFFE COLLEGES
HARVARD UNIVERSITY
HAWAII LOA COLLEGE
HESSER COLLEGE
HIGH POINT COLLEGE
HILLSDALE COLLEGE
HOBART & WILLIAM SMITH COLLEGE
HOOD COLLEGE
HOLY CROSS COLLEGE
HOLY NAME HOSPITAL SCHOOL OF NURSING
HUSSON COLLEGE
ILLINOIS INSTITUTE OF TECHNOLOGY
IMMACULATA COLLEGE
IONA COLLEGE
ITHACA COLLEGE
JAMES MADISON UNIVERSITY
JOHNS HOPKINS UNIVERSITY
JOHNSON STATE COLLEGE
JOHNSON TECHNICAL SCHOOL
JOHNSON & WALES UNIVERSITY
JUNITA COLLEGE
KATHERINE GIBBS SCHOOL
KEAN COLLEGE
KENTUCKY WESLEYAN COLLEGE
KEYSTONE JUNIOR COLLEGE
KINGS COLLEGE
KNOX COLLEGE
KUBERT SCHOOL OF ART
KUTZTOWN UNIVERSITY
LAFAYETTE COLLEGE
LAKE FOREST COLLEGE
LANDER COLLEGE

LA SALLE UNIVERSITY
LASELL COLLEGE
LEBANON VALLEY COLLEGE
LEHIGH UNIVERSITY
LEMOYNE COLLEGE
LENOIR-RHYNE COLLEGE
LESLEY COLLEGE
LONG ISLAND UNIVERSITY
LONGWOOD COLLEGE
LOYOLA COLLEGE
LYCOMING COLLEGE
LYNCHBURG COLLEGE
MAINE MARITIME ACADEMY
MANHATTAN COLLEGE
MARIETTA COLLEGE
MARIST COLLEGE
MARLBORO COLLEGE
MARY WASHINGTON COLLEGE
MARYMOUNT COLLEGE
MARYWOOD COLLEGE
MASSACHUSETTS INSTITUTE OF TECHNOLOGY
MESSIAH COLLEGE
MERCER COUNTY COMMUNITY COLLEGE
MERRIMACK COLLEGE
MILLERSVILLE UNIVERSITY
MONMOUTH COLLEGE
MONTCLAIR STATE COLLEGE
MORAVIAN COLLEGE
MOUNT HOLYOKE COLLEGE
MOUNT IDA COLLEGE
MOUNT ST. MARY COLLEGE
MOUNT UNION COLLEGE
MUHLENBERG COLLEGE
MUSKINGUM COLLEGE
NAVAL ACADEMY
NEW ENGLAND CATHOLIC COLLEGES
NEW HAMPSHIRE COLLEGE
NEW JERSEY INSTITUTE OF TECHNOLOGY
NEW YORK SCHOOL OF INTERIOR DESIGN
NEW YORK UNIVERSITY
NICHOLS COLLEGE
NORTH CAROLINA WESLEYAN COLLEGE
NORTHEASTERN UNIVERSITY
NORTHLAND COLLEGE
NORTHWOOD INSTITUTE
NOVA UNIVERSITY
OGLETHORPE UNIVERSITY
OHIO WESLEYAN UNIVERSITY
PACE UNIVERSITY
PAUL SMITH COLLEGE
COLLEGE OF NOTRE DAME (MARYLAND)
PENNSYLVANIA INSTITUTE OF TECHNOLOGY
PENN STATE
PEPPERDINE UNIVERSITY

PENNSYLVANIA CATHOLIC COLLEGE & UNIVERSITY
PFEIFFER COLLEGE
PHILADELPHIA COLLEGE PHARMACY & SCIENCE
PHILADELPHIA COLLEGE OF TEXTILES & SCIENCE
PITTSBURGH INSTITUTE OF AERONAUTICS
PITZER COLLEGE
PLYMOUTH STATE COLLEGE
PORTLAND SCHOOL OF ART
POTOMAC STATE COLLEGE
PRATT INSTITUTE
PRINCETON UNIVERSITY
PROVIDENCE COLLEGE
QUINNIPIAC COLLEGE
RADFORD-MACON COLLEGE
RAMAPO COLLEGE
REED COLLEGE
REGIS COLLEGE
RENSSELAER POLYTECHNIC INSTITUTE
RHODE ISLAND SCHOOL OF PHOTOGRAPHY
RIDER COLLEGE
ROCHESTER INSTITUTE OF TECHNOLOGY
ROGER WILLIAMS COLLEGE
ROSEMONT COLLEGE
ROANOKE COLLEGE
RUSSELL STATE COLLEGE
SAINT ANSELM COLLEGE
SAINT ELIZABETH COLLEGE
SAINT FRANCIS COLLEGE
SAINT JOHN FISHER COLLEGE
SAINT JOSEPH'S COLLEGE
SAINT VINCENT COLLEGE
SAINT LAWRENCE COLLEGE
SAINT MARY COLLEGE
SAINT MICHAEL'S COLLEGE
SAINT OLAF COLLEGE
SAINT PETER'S COLLEGE
SALEM STATE COLLEGE
SALISBURY STATE UNIVERSITY
SALVE REGINA UNIVERSITY
SAVANNAH COLLEGE
SCHOOL OF VISUAL ART & DESIGN
SETON HALL UNIVERSITY
SETON HILL COLLEGE
SHEPARD COLLEGE
SIENA COLLEGE
SKIDMORE COLLEGE
SLIPPERY ROCK UNIVERSITY
SMITH COLLEGE
SPRINGHILL COLLEGE
SOUTHERN VERMONT COLLEGE
STANFORD UNIVERSITY
STAR TECHNICAL INSTITUTE
STATE UNIVERSITY OF NEW YORK
STETSON UNIVERSITY

STEVENS INSTITUTE OF TECHNOLOGY
STUART SCHOOL
SUSQUEHANNA UNIVERSITY
SWEET BRIAR COLLEGE
TRENTON STATE COLLEGE
UNION COLLEGE
UNITED STATES MILITARY ACADEMY
UNITY COLLEGE
UNIVERSITY OF AKRON
UNIVERSITY OF THE ARTS
UNIVERSITY OF MAINE
UNIVERSITY OF ROCHESTER
UNIVERSITY OF SCRANTON
UPSALA COLLEGE
UTICA COLLEGE
VALPARAISO UNIVERSITY
VERMONT TECHNICAL COLLEGE
VIRGINIA COMMONWEALTH UNIVERSITY
VIRGINIA INTERMONT COLLEGE
VIRGINIA MILITARY INSTITUTE
VIRGINIA POLYTECHNIC AND STATE UNIVERSITY
VIRGINIA STATE UNIVERSITY
VIRGINIA WESELYAN COLLEGE
VISION 92'
WASHINGTON COLLEGE
WESLYAN UNIVERSITY
WEST MINSTER COLLEGE
WEST VIRGINIA UNIVERSITY
WESTCHESTER UNIVERSITY
WESTERN MARYLAND COLLEGE
WESTERN NEW ENGLAND COLLEGE
WHEATON COLLEGE
WHEELOCK COLLEGE
WHITE PINES COLLEGE
WIDENER UNIVERSITY
WILLIAM PATERSON COLLEGE
YORK COLLEGE OF PENNSYLVANIA

OCCUPATIONAL & CAREER PAMPHLETS

0.402	COLLEGE INFORMATION
4.5	COUNSELING
	DIRECTION & OUTLINE
.481	GENERAL INFORMATION ON OCCUPATIONS
8.3	GROUP GUIDANCE
19	INFORMATION ON SPECIAL NEEDS
467	JOB HUNTING INFORMATION
10	MENTAL HYGIENE
11.3	OCCUPATIONAL INFORMATION
12	PLACEMENT
13.2	PUBLISHERS & CATALOGS
15.3	PUPIL PERSONAL SERVICES
16.3	RESEARCH
19	SPECIAL GROUPS
231	STUDY SKILLS

00 & 01	ARCHITECTURAL, ENGINEERING & SURVEYING OCC.
0 & 1	PROFESSIONAL, TECHNICAL & MANAGERIAL OCC.
05	SOCIAL SCIENCE OCC.
001.	ARCHITECTURAL OCC.
002.	AERONAUTICAL ENGINEERING OCC.
003.	ELECTRICAL/ELECTRONIC ENGINEERING OCC.
005.	CIVIL ENGINEERING OCC.
006.	CERAMIC ENGINEERING OCC.
007.	MECHANICAL ENGINEERING OCC.
008.	CHEMICAL ENGINEERING
010.	MINING & PETROLEUM ENGINEERING OCC.
011.	METALLURGY & METALLURGICAL ENGINEERING OCC.
012.	INDUSTRIAL ENGINEERING OCC.
013.	AGRIC ENGINEERING OCC.
014.	MARINE ENGINEERING OCC.
015.	NUCLEAR ENGINEERING OCC.
017.	OTHER DRAFTERS
018.	SURVEYING/CARTOGRAPHIC
019.	OTHER ARCHITECTURAL, ENGINEERING, & SURVEYING OCC.
02	MATHEMATICS & PHYSICAL SCIENCE OCC.
020.	MATHEMATICS OCC.
021.	ASTRONOMY OCC.
022.	CHEMISTRY OCC.
023.	PHYSICAL OCC.
024.	GEOLOGY OCC.
025.	METEOROLOGY OCC.
029.	OTHER MATHEMATICS & PHYSICAL SCIENCE OCC.
03	COMPUTER RELATED OCC. INCL. 030. - 039.
04	LIFE SCIENCE OCC.
040.	AGRIC. SCIENCES OCC.
041.	BIOLOGICAL SCIENCES OCC.
045.	PSYCHOLOGY OCC.
049.	OTHER LIFE SCIENCES OCC.
050.	ECONOMICS OCC.
051.	POLITICAL SCIENCE OCC.
052.	HISTORY OCC.

054.-055.	SOCIOLOGY & ANTHROPOLOGY OCC.
059.	OTHER SOCIAL SCIENCES OCC.
070.-071.	PHYSICIANS & SURGEONS
072.	DENTISTS
075.	REGISTERED NURSES
076.	THERAPISTS
077.	DIETITIANS
078.	MEDICAL & DENTAL TECHNOLOGY OCC.
079.	OTHER MEDICINE & HEALTH OCC.
09	EDUCATION OCC.
090.	COLLEGE & UNIVERSITY EDUCATION OCC.
091.	SECONDARY SCHOOL EDUCATION OCC.
092.	PRE-SCHOOL & ELEMENTARY SCHOOL ED. OCC.
094.	ED. OF PERSONS WITH DISABILITIES OCC.
096.	HOME ECONOMISTS & FARM ADVISORS
097.	OTHER VOCATIONAL EDUCATION OCC.
099.	OTHER EDUCATION OCC.
100.	LIBRARIANS
101.-102.	ARCHIVISTS, CURATORS & REL. OCC.
10	MUSEUM, LIBRARY & ARCHIVAL SCIENCES OCC.
109.	OTHER MUSEUM, LIBRARY & ARCHIVAL SCIENCES OCC.
110.-119.	LAWYERS, JUDGES & OTHER LEGAL OCC.
11	LAW & JURISPRUDENCE OCC.
120.-129.	CLERGY & OTHER RELIGION OCC.
131.-132.	WRITERS & EDITORS
12	RELIGION & THEOLOGY OCC.
137.	INTERPRETERS & TRANSLATORS
13	WRITING OCC.
139.	OTHER WRITING OCC.
14	ART OCC.
141.-142.	COMMERCIAL ARTISTS & DESIGNERS
143.	PHOTOGRAPHY OCC.
144.	FINE ARTS
149.	OTHER ART OCC.
15	ENTERTAINMENT & RECREATION OCC.
150.	DRAMATICS OCC.
151.	DANCING OCC.
152.	MUSIC OCC.
153.	ATHLETICS & SPORTS OCC.
159.	OTHER ENTERTAINMENT & RECREATION OCC.
16	ADMINISTRATIVE SPECIALIZATIONS OCC.
160.	ACCOUNTANTS & AUDITORS
162.-163.	PURCHASE, SALES & DISTRIBUTION MANAGEMENT OCC.
164.	ADVERTISING MANAGEMENT OCC.
165.	PUBLIC RELATIONS MANAGEMENT OCC.
166.	PERSONNEL ADMINISTRATION OCC.
168.	INSPECTORS & INVESTIGATORS, MANAGERIAL & PUBLIC SERVICE
169.	OTHER ADMINISTRATIVE SPECIALIZATIONS OCC.
18	OTHER MANAGERS & OFFICIALS
180.	AGRIC. FORESTRY & FISHING MANAGERS & OFFICIALS
181.	MINING MANAGERS & OFFICIALS
182.	CONSTRUCTION MANAGERS & OFFICIALS
183.	MFG MANAGERS & OFFICIALS
184.	TRANSPORTATION & UTILITIES MANAGER & OFFICIALS

185.	WHOLESALE & RETAIL TRADE MANAGERS & OFFICIALS
186.	FINANCE, INSURANCE & REAL ESTATE MANAGERS & OFFICIALS
187.	SERVICE MANAGERS & OFFICIALS
188.	PUBLIC ADMINISTRATION MANAGERS & OFFICIALS
189.	OTHER MANAGERS & OFFICIALS
19	OTHER PROFESSIONAL, TECHNICAL & MANAGERIAL OCC.
191.	OTHER AGENTS & APPRAISERS
193.-194.	RADIO OPERATORS & SOUND & VIDEO TECHNICIANS
195.	SOCIAL & WELFARE WORKERS
196.	AIRPLANES PILOTS & NAVIGATORS
197.-198.	SHIP OFFICERS & RAILROAD CONDUCTORS
199.	OTHER PROFESSIONAL TECHNICAL & MANAGERIAL OCC.
20	STENOGRAPHY, TYPING, FILING & REL. OCC.
201.-202.	SECRETARIES & STENOGRAPHERS
2	CLERICAL & SALES OCC.
203.	TYPIST & TYPE SETTING MACHINE OPERATORS
205.	INTERVIEWING CLERK
206.	FILE CLERKS
207.-208.	OFFICE & MAILING MACHINE OPERATORS
209.	OTHER STENOGRAPHY, TYPING, FILING & REL. OCC.
210.	BOOK KEEPERS & BOOK KEEPING MACHINE OPERATORS
21	COMPUTING & ACCOUNT RECORDING OCC.
211.	CASHIER & TELLERS
213.	COMPUTER & PERIPHERAL EQUIPMENT OPERATORS
214.-216.	ACCOUNTING & STATISTICAL CLERKS
217.-219.	OTHER COMPUTING & ACCOUNT RECORDING OCC.
221.	PRODUCTION CLERKS
22	PRODUCTION & STOCK CLERKS & REL. OCC.
222.	SHIPPING, RECEIVING, STOCK & REL. CLERICAL OCC.
229.	OTHER PRODUCTION & STOCK CLERKS & REL. OCC.
230.	HAND DELIVERY & DISTRIBUTION OCC.
23	INFORMATION & MESSAGE DISTRIBUTION OCC.
235.-236.	TELEPHONE & TELEGRAPH OPERATORS
237.-238.	INFORMATION, ACCOMMODATION, & REL. CLERKS
239.	OTHER INFORMATION & MESSAGE DISTRIBUTION OCC.
24	OTHER CLERICAL OCC.
241.	INVESTIGATORS, ADJUSTERS & REL. OCC.
25	SALES OCC. SERVICES, INCL. 250.-259.
26 & 27	SALES OCC., COMMODITIES, INCL. 260.-279.
29	OTHER SALES OCC.
290.	SALES CLERKS
291.-293.	VENDING, DOOR-TO-DOOR & ROUTE SALES OCC.
294.	AUCTIONEERS
295.	RENTAL CLERKS
296.	SHOPPERS
297.-298.	SALES PROMOTION OCC. & MERCHANDISE DISPLAYERS
299.	OTHER SALES OCC.
30	DOMESTIC SERVICE OCC.
301.-309.	HOUSEHOLD & REL. WORKERS
310.-312.	FOOD & BEVERAGE SERVICE WORKERS
316.-319.	OTHER FOOD & BEV. SERVICE WORKERS
320.-329.	HOTEL, MOTEL & OTHER LODGING WORKERS
350.-353.	HOSTESSES, STEWARDS & PORTERS
34	AMUSEMENT & RECREATION

35	OTHER PERSONAL SERVICE OCC.
36	APPAREL & FURNISHINGS
37	PROTECTIVE SERVICE OCC.
40	PLANT FARMING OCC.
41	ANIMAL FARMING OCC.
42	OTHER GENERAL FARMING OCC.
43	FISHING & RELATED OCC.
44	FORESTRY OCC.
45 & 46	OTHER HUNTING & RELATED OCC.
50	METAL PROC. OCC. INCL. 500.-509.
51	ORE REFINING & FOUNDRY PROC. OCC. INCL. 510.-519.
52	FOOD, TOBACCO & REL. PROD. PROC. OCC. INCL 520.-529.
53	PAPER & REL. PROD. PROC. OCC. INCL. 530.-539.
54	FUELS & REL. PROD. PROC. OCC. INCL. 540.-549.
55	CHEMICAL & REL. PROD. PROC. OCC. INCL. 550.-559.
56	WOOD & WOOD PROD. PROC. OCC. INCL. 560.-569.
57	STONE, GLASS & REL. PROD. PROC. OCC. INCL.570.-579.
58	LEATHER, TEXTILES & REL. PROD. PROC. OCC. INCL. 580.-589.
59	OTHER PROC. OCC. INCL. 590.-599.
6	MACHINE TRADES OCC.
60	METAL MACHINING OCC. INCL. 600.-609.
61	OTHER METALWORKING OCC. INCL. 610.-619.
62 & 63	MECHANICS & MACHINERY REPAIRERS
620.-625.	VEHICLE MECHANICS & REPAIRERS
625.-632.	IND. MACHINERY MECHANICS & REPAIRERS
633.	BUSINESS & COMMERCIAL MACHINERY REPAIRERS
637.	UTILITIES SERVICE MECHANICS & REPAIRERS
638.-639.	OTHER MECHANICS & MACHINERY REPAIRERS
62 & 63	MECHANICS & MACHINERY REPAIR OCC.
64	PAPER WORKING OCC. INCL. 640.-649.
65	PRINTING OCC.
66	WOOD MACHINING OCC.
67	STONE, CLAY & GLASS MACHINING OCC.
68	TEXTILE MACHINE OCC.
69	OTHER MACHINE TRADES OCC.
70	OTHER METAL PRODUCTS MTG. & REPAIR OCC.
710.-711.	MEASURING & OPTICAL INSTR. MAKERS & REPAIRERS
712.-713.	HEALTH CARE INSTR. & SUPPLY MAKERS & REPAIRERS
714.	PHOTOGRAPHIC EQUIP. & SUPPLY MAKERS & REPAIRERS
715.	WATCHES, CLOCKS & PARTS MAKERS & REPAIRERS
716.-719.	OTHER INSTR. MAKERS & REPAIRERS
71	PRECISION INSTRUMENT MFG. & REPAIR OCC.
720.	RADIO, TV, PHONOGRAPH MAKERS & REPAIRERS
72	ELECTRICAL EQUIP. MFG. & REPAIR OCC.
721.-729.	OTHER ELECTRICAL EQUIP. MAKERS & REPAIRERS
73	MISC. PROD. MFG. & REPAIR OCC. INCL. 730.-739.
74	PAINTING, DECORATING & RELATED OCC.
75	SYNTHETIC PRODUCTS MFG. REPAIR OCC.
76	WOOD PRODUCTS MFG. REPAIR OCC.
77	STONE & RELATED PRODUCTS OCC.
78	TEXTILE, LEATHER & REL. PROD. MFG. & REPAIR OCC.
79	OTHER BENCH WORK OCC. INCL. 790.-795.
8	STRUCTURE WORK OCC.

80	OTHER METAL FABRICATING OCC.
800.-801.	RIVETER & REL. WORKERS
804.	TINSMITHS, COOPERSMITH & SHEET METAL WORKERS
805.	BOILERMAKERS
806.-807.	TRANSPORTATION EQUIP. MAKERS & REL. WORKERS
809.	OTHER METAL FABRICATING WORKERS
82	ELECTRICAL ASSEMBLY, INSTALLATION & REPAIR OCC.
820.	POWER PLANT EQUIP. MAKERS & REPAIRERS
821.-823.	COMMUNICATIONS & TRANSMISSION WORKERS
824.	OTHER LIGHTING EQUIP. & BUILDING WIRING WORKERS
825.-826.	OTHER IND. EQUIP. MAKERS & REPAIRERS
827.-829.	OTHER ELECTRICAL & ELECTRONICS PROD. WORKERS
84	SURFACE COVERING OCC.
840.-849.	PAINTING & OTHER SURFACE COVERING WORKERS
85	EXCAVATING, GRADING, PAVING
86	OTHER CONSTRUCTION OCC.
860.	CARPENTERS & REL. WORKERS
861.	MASONS & TILE SETTERS
862.	PLUMBERS, FITTERS & REL. WORKERS
863.	ASBESTOS & INSULATION WORKERS
864.	FLOOR LAYING & FINISHING WORKERS
865.	GLAZIER & REL. WORKERS
866.	ROOFERS & REL. WORKERS
869.	OTHER CONSTRUCTION WORKERS
86	OTHER CONSTRUCTION OCC.
89	OTHER STRUCTURAL WORK OCC. INCL. 891.-899.
9	MISCELLANEOUS OCC.
90	MOTOR FREIGHT OCC.
900.-909.	MOTOR FREIGHT WORKERS
91	OTHER TRANSPORTATIONS OCC.
910.-913.	OTHER PASSENGER TRANSPORTATION WORKERS
914.	PUMPING & PIPELINE TRANSPORTATION WORKERS
915.-919.	OTHER TRANSPORTATION WORKERS
92	PACKAGING & MATERIALS HANDLING OCC. INCL 920.-929.
93	MINERALS EXTRACTION OCC. INCL. 930.-939.
93	MINERALS EXTRACTION OCC.
94	LOGGING
95	UTILITIES PRODUCTION & DISTRIBUTION OCC.
950.-951.	STATIONARY, ENGINEERING, FIBERS & REL. WORKERS
952.-954.	UTILITIES PRODUCTION & DISTRIBUTION WORKERS
955.	REFUSE & SEWAGE DISPOSAL WORKERS
956.-959.	OTHER UTILITIES WORKERS
95	UTILITIES INDUSTRIES OCC.
96	OTHER AMUSEMENT & RECREATION OCC. INCL. 960.-969.
96	OTHER AMUSEMENT, RECREATION & MOTION PICTURE OCC.
970.	BRUSH, SPRAY & PEN ART WORKERS
971.-972.	PHOTOENGRAVERS & REL. WORKERS
97	GRAPHIC ARTWORK OCC.
973.	HAND COMPOSITORS, TYPESETTERS & REL. WORKERS
974.	ELECTROTYPES, STEREOTYPES, & REL. WORKERS
976.	OTHER DARKROOM WORKERS
977.-979.	BOOKBINDERS & OTHER GRAPHIC ART WORKERS
97	GRAPHIC ARTWORK OCC.
98	BROAD OCCUPATIONAL FIELDS

981. APPRENTICES
983. BANKING IND. WORKERS
984. DEPARTMENT STORE WORKERS
985. GOVERNMENT WORKERS
986. INSURANCE IND. WORKERS
98 BROAD OCC. FIELDS

DATE: _____

TO: Dr. Mary Ellen Sapp
Director of Practicums
Programs in Child and Youth Studies
Nova University/CAE
3301 College Avenue
Fort Lauderdale, FL 33314

FROM: Eric Clearinghouse on Counseling and Personnel Services

RE: Practicum Report

STUDENT: Sandra H.D. Zalinsky

CLUSTER: 48/I

TITLE: Increasing the Availability of Career Education Materials for High School Teachers Through the Creation of A Career Resource Center

The report has _____ has not _____ been tentatively accepted for abstraction in ERIC.

_____
Signed

_____
Accession Number